**K-5Math Lesson Plan**

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| **Teacher:**  **Ms. Johnson**  **Ms. Southard** | | | **Grade: 2nd** | | | **Date(s)**: Task 3 Day 4 |
| **Unit Title:**  Unit 1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**   * How do I compose numbers up to 1000? * How do you know the value of a number? * How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Various numbered index cards  Masking tape | | **Student:**  Number line  Cotton balls (bunnies)  Number line handout | | | **place value**  **hundreds**  **tens**  **ones**  **skip count**  counting on  **base ten**  **number line**  **\*Bold** face words are used inside the lesson | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  | | --- | | **2.NBT.3**  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)*  (Correlates to NCSCOS Math Objective 1.01b) | | | | | | |
| |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | **I CI Can Statement(s):** I can read numbers to 1000. |   I can write numbers to 1000. |   I can use base ten numerals to read and write numbers to 1000.  I can use number names to read and write numbers to 1000.  I can use expanded form to read and write numbers to 1000. | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Play with the whole class the following lifeguard game.  <http://www.ictgames.com/LIFEGUARDS.html> | | | | | |
| **Teacher Directed:**  Write on the board a number line from 2-30, another number line 5-10, another number line 10-20, another line 10-100. Now discuss the difference in the distances. Do the same using numbers two and three digit numbers ex 90 -100 and 100-200 etc. On the floor use the masking tape number line to have students bunny hops in increments of 2’s, 5’s, 10’s, & 100’s. Give a student an index card for the beginning number. Then have student demonstrate hopping the distance in a given increment. Have several students demonstrate. | | | | | |
| **Guided Practice:**  Hand out a prepared number line and a cotton ball bunny to each student. Teacher will tell students starting number and increments to hop their bunny. Have students repeat this several times in three different increments. | | | | | |
| **Independent Practice:**  Have students complete number line handout (see attachment). | | | | | |
| **Closing/Summarizing Strategy:**  Review number line handout as a class on the board. Have students write in their math journals the differences between the distances. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Give students 4 digit numbers.  Have them jump in more than one increment i.e. 2’s, 5’s, 10’s, and 100’s at the same time.  Students can create their own number line. | | | Smaller numbers on number line handout.  Work with a partner. | | | Pre-Teach Vocabulary:  *Place value* and *number line* |
| **Assessment(s):**  Teacher will be monitoring understanding of movement on a number line. Also teacher will read over math journal responses to check for understanding. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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Bunny Number Line

Directions: Move your bunny (cotton ball) from the given beginning number to the given ending number. Move your bunny in the increment given.

Hop by 2’s

Start at 4 and End at 26

2—4—6—8—01—12—14—16—18—20—22—24—26—30—32—34—36—38—40

Start at 20 and End at 42

14--16--18—20—22—24—26—28—30—32—34—36—38—40—42—44—46--48

Hop by 5’s

Start at 30 and End at 100.

25---30---35----40----45----50----55----60----65-----70----75----80----85----90---95---100---

Start at 45 and End at 110

40-—45—-50—-55—-60-—65—-70—75—80—85-—90—-95—-100-—105—-110

Hop by 10’s

Start at 100 and End at 210

90----100----110-—120—-130----140—-150—-160----170----180----190----200----210----

Start at 310 and End at 400

300-----310-----320-----330-----340--—350-----360-----370-----380-----390-----400

Hop by 100’s

Start at 400 and End at 700

400------------------------500-------------------------600--------------------700----------------800

Start at 200 and End at 700

100-----------200-----------300---------400----------500----------600-----------700------------800